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ABSTRACT

Project BETA provided intellectually gifted, limited English proficient (LEP) students with educational programs geared to their talents. The program also sought to instill in students a sense of pride in their native cultures through exposure to their arts, histories, and languages. The program's chief goal was to prepare all students for mainstreaming by the twelfth grade. Two hundred twenty-nine Haitian, Korean, and Vietnamese speaking pupils were served at two sites in Queens, New York, and one in the Bronx, New York. Project students attended courses in English as a Second Language (ESL) at each site and, in addition, Vietnamese students at Theodore Roosevelt High School and Korean students at William C. Bryant High School received social studies instruction in their native languages. This evaluation of BETA's three-year funding cycle, which ended in 1986, contains the following: (1) an overview of the program; (2) information on student characteristics; (3) evaluation findings; and (4) conclusions and recommendations. Appendices with student test results and passing rates in content area courses are also included. (PS)

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PROJECT BETA

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2146

PROJECT BETA

1985-1986

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Angelo Gatto

Project Coordinator:
Tim Law

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A SUMMARY OF THE REPORT

Project BETA, in its final year of a three-year funding cycle, served 229 recent immigrant students in grades nine through twelve at three New York City high schools (Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt) by complementing the instructional services offered at each school. Project students attended courses in English as a second language (E.S.L.) at each site and, in addition, Vietnamese students at Theodore Roosevelt and Korean students at Bryant received social studies instruction in their native languages. The majority of program students were Asian-born (36 percent were from Korea and 36 percent were from Vietnam); the remainder were born in Haiti.

A primary goal of BETA was to facilitate the mainstreaming of project students by instilling in them a sense of pride in their native cultures through exposure to their histories and arts, and through formal study of their native languages. Through such exposure, Project BETA hoped to foster a positive self-image among its students, which would, in turn, motivate them to improve their academic performance and to assimilate successfully into American society.

The Title VII staff included a director and a project coordinator, located at the central office, and a resource specialist and an educational assistant, located at each site. A project coordinator was hired for 1985-86 to forge a closer link between the main office and the three sites. Development activities for staff members included monthly meetings, training by the project director at the central site, participation in each school's meetings and workshops, and attendance at university courses and outside conferences. The project director also held orientation meetings and in-house workshops for program staff.

Program objectives were assessed in English-language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (teacher-made tests); and mathematics, science, and social studies (teacher-made tests). Quantitative analysis of student achievement data indicates that:

- Students did not achieve the proposed objective of mastering two CREST objectives per month of instruction, although they demonstrated gains superior to the average performance of high school E.S.L. students citywide.
- Although the objective for student achievement in native language arts courses could not be assessed as proposed, over 85 percent of the students passed these courses both semesters.
- The 85 percent passing objective was met in mathematics, science, and social studies courses both semesters.

The following recommendations are aimed at improving the overall effectiveness of future programs serving similar populations:

- The program coordinator might visit Springfield Gardens High School more frequently. This would ensure effective communication between the central office and on-site staff.
- The program should revise its student achievement objective in E.S.L. by using a generally accepted criterion based upon the performance of high school E.S.L. students citywide.
- The program might revise its student achievement objective in native language arts by adopting a 65 percent passing rate for 70 percent of the students.
- The program should revise its objectives concerning students' cultural awareness and attitude toward school, so that they are not dependent on scales of questionable validity.
- Data should be collected to measure achievement of all the program objectives.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BETA
(Bilingual Education Talent Academy)

Central Office: 1171 65th Street
Brooklyn, New York 11219

Sites: William C. Bryant High School
48-10 31st Avenue
Queens, New York 11103

Springfield Gardens High School
143-10 Springfield Blvd.
Queens, New York 11413

Theodore Roosevelt High School
500 E. Fordham Road
Bronx, New York 10458

Year of Operation: 1985-86 Final Year of a
Three-Year Funding Cycle

Number of Students: 229

Languages of Instruction: Korean, French, Haitian Creole, Vietnamese

Project Director: Angelo Gatto

Project Coordinator: Tim Law

I. OVERVIEW

1985-86 was Project BETA's final year of a three-year funding cycle. As initially conceived, Project BETA proposed to provide intellectually gifted, limited English proficient (LEP) students with educational programs geared to their talents, and to instill in them a sense of pride in their native cultures through exposure to their arts, histories, and languages. The program's chief goal was to prepare all students for mainstreaming by the twelfth grade.

The project was located at three separate sites: William C. Bryant High School, in Brooklyn; Theodore Roosevelt High School, in the Bronx; and Springfield Gardens High School, in Queens. This multi-site structure

permitted a wide range of courses to be offered and enabled the program to serve three different ethnic groups (Koreans at Bryant, Haitians at Springfield Gardens, and Vietnamese at Roosevelt).

The manner in which Project BETA was implemented and the degree to which it accomplished its proposed objectives differed from site to site. Undoubtedly, the project's most wide-ranging, fully-developed component was the Korean one, located at Bryant -- a school which has encouraged respect for cultural diversity and the study of foreign languages.

The Bryant site was staffed by a resource teacher and a paraprofessional. Both were supervised by the school's assistant principal (A.P.). Bryant offered instruction in English as a second language (E.S.L.), and social studies instruction in the native language. The heart of Project BETA at Bryant was its resource teacher, who saw herself as providing a link between Korean and American culture; she promoted the observance of traditional Korean cultural practices while at the same time introducing students to the best things American culture has to offer. Describing her role, she said, "I keep stressing to the students that American culture is very diverse and that going to dance clubs is not all there is. I also try to prevent them from completely shedding their own traditions and rushing headlong into American culture." The resource teacher's effectiveness was enhanced by her good relationship with the supervising A.P. and the paraprofessional.

Many of Bryant's BETA students were in the top ten percent of their class. Some had won citywide awards, such as the Interscholastic Mathematics League, and privately-sponsored competitions, such as the Westinghouse Talent Search. Project activities were both diverse and numerous, ranging

from a traditional song-and-dance troupe, which took part in an international festival, to a literary magazine.

At Theodore Roosevelt High School in the Bronx, Project BETA's staff consisted of a resource teacher, who was supervised by an A.P. Although the program was not as wide-ranging as the one at Bryant, it was just as successful. Students were slowly introduced to American culture, were taught the English language, and were given the opportunity to develop their intellectual abilities fully. The Roosevelt program offered E.S.L. and social studies instruction in the native language. The program's focal point was the Indochinese Cultural Club, which operated out of the resource room. As at Bryant, the Roosevelt students were high academic achievers, especially in the sciences, in which, according to staff members, a thorough knowledge of English was not as required for success.

The A.P. at Roosevelt believed there were three reasons for the project's success. First, Roosevelt's excellent guidance department provided BETA students with the factual information and psychological support they badly needed. Second, Roosevelt's excellent E.S.L. instruction left BETA students well prepared to enter mainstream content-area classes. Third, and most important, the inclusion of Project BETA within the school's foreign language department had contributed greatly to the project's overall smooth operation. The resource teacher felt that the program's greatest contribution had been to show students that it is possible to become American without entirely rejecting their own cultural tradition.

At Springfield Gardens High School, the project's staff consisted of a resource teacher and a paraprofessional, with a supervising A.P. The

project was less well developed at this site because Springfield Gardens' Haitian population had declined since the program's inception.

In the first year, staff members at all three sites complained that the project director, who supervises other Title VII bilingual projects, had rarely visited the Project BETA sites and was hard to reach by phone. Because his approval was needed for expenditures on materials and activities (such as trips), this lack of communication impeded the realization of important project goals. Consequently, the 1984-85 evaluation recommended that a project coordinator be hired to regularly visit each school and improve the flow of information between the sites and the central office. This recommendation was implemented in 1985-86.

II. STUDENT CHARACTERISTICS

Although BETA originally had proposed serving only intellectually gifted students, in practice all the LEP students from the targeted language groups were placed in the program upon entering school because at all three sites, BETA was the only program that offered special services to LEP students from the targeted language groups.

Springfield Gardens had the smallest number of BETA students. The 61 Haitian students who were served at this site came from working and lower-middle class families living in the predominantly black (and increasingly Caribbean) neighborhood immediately surrounding the school. These Haitian students entered the system with widely-varying native-language skills. Some came from rural areas of Haiti and may have had only one or two years of formal education and little or no knowledge of French prior to their arrival at the school. (The staff reported that the number of such students has been increasing in recent years.) Most were Creole speakers who had fairly rudimentary skills in French. Others, a minority, came from middle and upper-middle class French-speaking households and entered the U.S. system above grade level in most content areas.

The Springfield Gardens project staff reported that the students were highly motivated and that most were mainstreamed within a year. Their attendance rate was higher and their dropout rate lower than that of the school as a whole, and they presented few disciplinary problems.

The Korean component at Bryant served 86 of the school's 140 Korean students. Like most Korean immigrant families, those of Bryant students generally were highly educated, middle to upper class. Possessing a deeply ingrained respect for learning, Bryant's Korean students were well moti-

vated. The overwhelming majority wanted to attend college, and several Project BETA alumni are currently enrolled at Harvard and Vassar. Bryant's 1984 valedictorian was a BETA alumnus.

The project's Vietnamese component served 82 students at Theodore Roosevelt. Whereas former Vietnamese students tended to be from highly educated, French- or Chinese-speaking, upper-class (and often ethnically Chinese) families, recent immigrants are more likely to be from Vietnamese-speaking peasant families. Many students lost several years of schooling as refugees and during the immigration process, and many are older than expected for their grade. Ironically, despite this background, recent immigrants are more likely than earlier ones to enter school in America with at least some English. This is because of the English training they received in refugee camps and/or contacts that their families had with American troops during the Vietnam war. Table 1 lists the number and percentages of program students by school and language.

During 1985-86, the number of Amerasian Vietnamese students grew at Roosevelt. Many had lost or been separated from family members. Most must now work to help support their families, to raise funds to enable family members still abroad to immigrate to the U.S., and/or to repay family members in Vietnam who went into debt and suffered personal hardship to secure exit visas for relatives now in America. Clearly, these responsibilities have multiplied the inevitable problems of adjusting to a new culture and environment.

Despite these problems, the staff reported that the Vietnamese students were highly motivated; their attendance was reported as being above the school's average, and many hoped to attend college. The project

TABLE 1
Number and Percent of Project
Students by School and Language

School	Language	Number	Percent
William C. Bryant	Korean	86	37
Theodore Roosevelt	Vietnamese	82	36
Springfield Gardens	Haitian Creole	61	27
TOTAL		<u>229</u>	<u>100</u>

- Thirty-seven percent of the project students were Korean; an additional 36 percent were Vietnamese.
- Twenty-seven percent of the project students were Haitians.

had already produced both United Federation of Teachers and Regents scholarship winners.

Overall, most of the students were in the eleventh grade (see Table 2). Sixty-six percent of the students were overage for their grade placement (see Table 3); the highest percentage of overage students was found at Theodore Roosevelt. Of 26 students who left the program, 15 (58 percent) graduated; four students were mainstreamed and an additional four transferred to another school. Only two students dropped out of the program.

TABLE 2
Number and Percent of Project Students by Sex and Grade

Grade	<u>Theodore Roosevelt</u>		<u>Springfield Gardens</u>		<u>Wm. C. Bryant</u>		<u>All Students</u>		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
9	10	9	15	8	4	8	29	25	54
10	16	6	4	3	15	12	35	21	56
11	13	9	4	14	12	22	29	45	74
12	12	7	6	7	5	8	23	22	45
Total Number	51	31	29	32	36	50	116	113	229
Percent By Sex	62	38	48	52	42	58	51	49	

- Fifty-one percent of the project students were male; 49 percent were female.
- At Theodore Roosevelt, male students outnumbered females in the project as a whole and at each grade level.
- The largest proportion of students was in the eleventh grade.

TABLE 3

Number of Project Students by Age and Grade
and Number and Percent Overage by School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	0	1	0	7
15	16	4	0	1	21
16	13	10	1	1	25
17	13	17	27	1	58
18	1	8	16	10	35
19	2	7	18	13	40
20	3	8	6	12	29
21	0	2	4	2	8
22	0	0	1	1	2
23	0	0	0	4	4
TOTAL	54	56	74	45	229

Overage Program Students

Number	32	42	45	32	151
Percent	59	75	61	71	66

Theodore Roosevelt High School

Number	18	21	18	16	73
Percent	95	95	82	84	89

Springfield Gardens High School

Number	10	6	11	6	33
Percent	43	86	61	46	54

William C. Bryant

Number	4	15	16	10	45
Percent	33	56	47	77	52

Note. Shaded boxes indicate expected age range for grade.

- Sixty-six percent of the project students were overage for their grade.
- The highest percentage of overage students occurred in grade ten (75 percent).
- The highest percentage of overage students occurred at Theodore Roosevelt (89 percent).

III. FINDINGS

The evaluation findings for the 1985-86 school year include the results of standardized and teacher-made tests, a review of program records, site visits, and interviews with both project and school personnel. The following section presents the findings by objectives for the program, as approved by the Office of Bilingual Education and Minority Languages Affairs (U.S. Department of Education), and attempts to determine the extent to which Project BETA met these objectives.

ENGLISH AS A SECOND LANGUAGE

- Eighty-five percent of target students will demonstrate an appropriate increase in English language proficiency as indicated by mastery of two English syntax objectives per 20 days of instruction demonstrated on the appropriate level of the Criterion Referenced English Syntax Test (CREST).

All project students took two or three periods per day of E.S.L., depending on their level of English proficiency. Theoretically, since most students arrived without verifiable records from their countries of origin, they were tested for placement upon entering the program. In practice, however, they were usually placed in accordance with teachers' recommendations. Most entering students were initially placed at the most basic E.S.L. level.

E.S.L. instruction was provided on three levels at all schools. The goal was to mainstream all students by the time they reached the twelfth grade. These courses were taught by the tax levy-funded teachers at each school.

All project staff members reported that they had good working relationships with the E.S.L. staff. This was facilitated, at least in part,

because E.S.L. teachers and Project BETA staff members generally reported to the same supervisor.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and at the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the test results for all BETA students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. levels 1, 2, and 3, complete data (levels, pretest score, and posttest score) were available for 106 students (46 percent) in the fall and 115 students (50 percent) in the spring. CREST results for each participating school have been included as Appendix A.

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Examination of Table 4 reveals that overall, the program objective of mastering two CREST objectives per month was not met. However, when compared to the E.S.L. objective for high school Chapter I E.S.L. programs which proposes an average achievement of one CREST objective per month, students at all test levels did well. Students mastered an average of 1.4 CREST objectives per month in the fall and 1.5 CREST objectives per month

TABLE 4
Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	<u>PRETEST</u>		<u>POSTTEST</u>		<u>MASTERY</u>		Mean Mastery Per Month
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
<u>FALL</u>								
1	42	9.2	6.9	14.0	7.3	4.8	3.3	1.6
2	41	16.1	5.8	20.1	4.6	4.0	4.3	1.4
3	23	9.8	2.7	13.0	2.3	3.2	1.3	1.1
TOTAL	106	12.0	6.6	16.2	6.3	4.2	3.4	1.4
<u>SPRING</u>								
1	42	9.8	7.5	15.7	7.5	5.9	3.8	2.0
2	33	15.6	5.6	19.7	4.9	4.1	2.5	1.4
3	40	9.4	2.5	12.8	1.9	3.4	1.8	1.1
TOTAL	115	11.3	6.2	15.8	6.0	4.5	3.0	1.5

- BETA students mastered an average of 1.4 CREST objectives per month in the fall and 1.5 objectives per month in the spring semester. The program objective of mastering two CREST objectives per month was not met.

in the spring. These results suggest that the criterion set in the objective may be unrealistic, and therefore should be revised.

NATIVE LANGUAGE ARTS

- Eighty-five percent of students will demonstrate a significant increase in (Haitian Creole/Korean/Vietnamese) language achievement as demonstrated by a teacher-designed instrument, to the .05 level of significance as analyzed using a correlated "t" test.

In the project's final year, native language arts instruction was still a low priority item for the project's staff. At Springfield Gardens, native language arts classes were taught in French (which is not the native language of most of the students) by the A.P. for foreign languages.

The issue of French versus Creole is a complicated one for Haitians, in New York as well as in Haiti. Many parents, including many who are themselves Creole-dominant, insist that their children be taught in French because it is the language of education and public life in Haiti. On the other hand, others insist that Creole, the language of the people, be taught. In recent years, Haitian Creole has been increasingly codified and used as a written language, and a Creole literature is developing. Nevertheless, Creole material is still in short supply in many subject areas, and its use continues to raise controversy.

Native language arts courses were taught at both Theodore Roosevelt and Bryant using teacher-prepared materials. However, the relatively small number of students made it difficult to stratify these classes by ability level. This was somewhat problematic for the Vietnamese students, whose educational backgrounds were very diverse.

Student Achievement in Native Language Arts

No pre- and post-measures were available to assess the objective as proposed. However, passing rates for native language arts courses were examined. The number and percentage of Korean students who successfully passed their native language arts courses was high. In the fall, 98 percent of the 43 Korean students enrolled passed their courses, and in the spring, 92 percent of the 51 students enrolled received passing grades. The 38 Haitian Creole speakers, however, had a 53 percent passing rate in French in the spring and no data were provided for Vietnamese students. The overall passing rate for the year was 87 percent.

CULTURAL AWARENESS

- Eighty-five percent of all students will demonstrate an improvement in attitude toward their heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale.

Activities to promote cultural awareness were an outstanding feature of Project BETA. Resource rooms, special activities, and trips (organized in cooperation with the central office) all encouraged the development of cultural knowledge and pride.

As stated earlier, Bryant had the most numerous and wide-ranging activities of the three sites, including a student newspaper and many well-attended cultural activities and performances. Because these activities attracted non-project as well as project students, the resource room had become home base for all the school's Korean students. It was the place they came to for help with problems of emotional adjustment, as well as for help with academic problems. In this regard, it should be noted that the resource room is where older Korean students informally counseled more recent arrivals.

Appropriate printed cultural materials were much more readily available in Korean than in Creole or Vietnamese, and they were used extensively. The program also sponsored musical concerts, a "Korean Night," and had excellent ties with the local Korean community. Program events received good coverage in New York's Korean-language press, and were mentioned on the local Korean television station. Parents and other community members participated enthusiastically in project activities. The project's good reputation increased the demands on BETA's resource teacher and resource room, especially in the area of guidance.

Because of these demands, the resource room was small and overcrowded. For the same reason, Korean-language books were in short supply. In addition, a duplicating machine was needed to produce materials for project activities because adequate printed sources were not always available.

Vietnamese students at Theodore Roosevelt participated in many cultural activities with the school's other LEP students, who were mostly Hispanics. In addition, the Indochinese Cultural Club sponsored trips and other activities that were supported by the school and the BETA central office. Student interest in subjects such as Vietnamese folk dances was encouraged, and an Asian Day assembly was held for the entire school.

At Springfield Gardens, several of the project's staff and students complained that the central office had cut funds for several field trips, a Haitian flag day celebration, and a Haitian club, all of which received funding in previous years. The central office did, however, provide a bus to take the students to a citywide Haitian career day held at Brooklyn College.

The project director and project coordinator left the initiation of cultural-awareness activities to the on-site staff. Relatedly, the distance and lack of contact between the sites and the central office made it impossible to pool resources for such activities as literary magazines. This forced BETA's on-site staff members to depend on the support of each school administration or to provide the necessary materials themselves. For example, the Korean resource teacher at Bryant brought in her own typewriter to type the copy for the literary magazine. In general, the success of the program's cultural component depended on the initiative and motivation of the on-site staff.

Results of the Language Cultural Heritage Attitude Scale

These data were not provided; therefore the proposed objective could not be assessed (although it seemed to have been met at Bryant).

CONTENT-AREA INSTRUCTION

- Eighty-five percent of all students will receive a passing grade in the subject areas of mathematics, science, and social studies as indicated on teacher-made tests.

As previously stated, Theodore Roosevelt and Bryant offered social studies instruction in the native language. Project students at both sites took all their other content-area courses in English with mainstream students.

Given the low enrollment at some sites and the practical problem of finding teachers qualified to teach content areas in the target languages, it was understandable that additional content-area subjects were not offered in the native language. At Bryant and Roosevelt, the resource

teachers hoped to develop more native-language content-area curricular materials.

Student Achievement in Content-Area Subjects

Table 5 presents the passing rates for all program students in mathematics, science, and social studies courses each semester. The passing rates at each participating site are included as Appendix B.

Examination of Table 5 reveals that the 85 percent passing objective was met both semesters.

TABLE 5
Passing Rates in Content-Area Courses

Content Area	FALL		SPRING		TOTAL
	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Mathematics	161	94	196	92	93
Science	89	87	144	90	89
Social Studies	160	93	134	88	91
Business/Vocational	62	92	64	94	93

- The 85 percent passing objective was surpassed in all content areas.

PROVISIONS FOR TALENTED AND GIFTED STUDENTS

As originally envisioned, the project was geared towards intellectually gifted, highly motivated students. However, in practice the project was less selective. There were two reasons for this: First, Project BETA was the only program that offered special services at the three sites to the speakers of the targeted languages. Second, it was difficult to accurately assess the academic skills of Haitian and Vietnamese students because their school records generally were unavailable. Consequently, native speakers of the language targeted at each site were routinely placed in Project BETA regardless of ability. For this reason, in practice, BETA provided an opportunity for students of varying intellectual aptitudes and academic backgrounds to maintain contact with their cultural traditions while they learned English and improved their native-language abilities.

ATTENDANCE AND DROPOUT RATES

Although objectives were not proposed in these areas, program staff at all three sites reported that attendance rates were higher and dropout rates lower for BETA students than for mainstream students.

ATTITUDE TOWARD SCHOOL

- Eighty-five percent of the students will demonstrate an improvement in attitude towards school as measured by an appropriate attitude scale.

A questionnaire was administered to the students. It consisted of five items that measured student attitudes toward school on a five point scale. However, the data were not analyzed because the posttest and pretest scores were on the same sheet and could not be considered independent measures. The questionable reliability of the instrument renders it invalid.

STAFF DEVELOPMENT

- Eighty percent of the program staff will demonstrate an increase in the awareness of pupil needs and problems as indicated by a 5-point inventory scale.
- Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

Although the results of the 5-point inventory scale were not provided, it was reported that Project BETA staff were involved in four types of staff-development activities: training by the project director at the central site, participation in the meetings and workshops that were held at each school, and attendance at university courses and outside conferences.

The director held meetings to orient staff members to the project, and each Title VII staff member was provided with an information kit that detailed BETA's procedures, guidelines, and activities. The director also held two curriculum and evaluation workshops for the resource teachers. Additional contacts were made with on-site staff members throughout the year by telephone.

At each site, the Title VII staff members attended monthly meetings with their respective A.P.s and E.S.L./bilingual coordinators to discuss current issues in bilingual education. In addition, E.S.L./bilingual demonstration lessons were given at one site to all the teachers and paraprofessionals who worked with LEP students.

The project coordinator took a course in administration at City College, and a resource teacher studied programming methods at Lehman College.

The project director, project coordinator, and resource teachers attended technical assistance workshops sponsored by the New York City

Board of Education's Office of Bilingual Education, computer workshops sponsored by Columbia University's Teachers College, and an evaluation conference sponsored by the New York State Education Department.

PARENTAL INVOLVEMENT

- Parents of program students will demonstrate more involvement than parents of mainstream students by demonstrating a 20 percent higher attendance rate at school functions.

Although no statistical data were provided to assess this goal, the staff members at all three sites stated that parental involvement was high. The resource teachers at Roosevelt and Bryant offered E.S.L. courses to the parents of project students. Both these classes were held in community centers and reportedly were well attended. The parents of project students at both schools were also reportedly very much involved with the project's activities and supported the work of BETA staff members. BETA staff at Springfield Gardens stated that parents seemed very pleased with the way the project was operating and especially happy that it was developing pride in Haitian culture among their children.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project BETA provided an environment that encouraged LEP students to adjust to American society without becoming alienated from their ethnic heritages. Although the entire staff worked hard to make the project a success, there was a perceived lack of communication between the central office and one site. The following recommendations are offered to help future multi-site projects operate more smoothly:

1. The program coordinator might visit Springfield Gardens High School more frequently to ensure effective communication between the central office and the on-site staff.
2. The project could not achieve its English language achievement objective. However, students demonstrated gains superior to the average performance of high school E.S.L. students citywide. These results suggest that the criterion set by the objective is unrealistic and should be revised. The objective should be reformulated using the citywide Chapter I standard of one CREST objective mastered per month.
3. Since no pre- and post-measures were available to determine the significance of students' gains in native language arts, it is recommended that the project director request modification of the objective. An alternative procedure of 70 percent of the students scoring at or above the 65 percent passing criterion may be used for determining achievement.
4. The program should change the objectives on cultural awareness and attitude toward school, so that they are not dependent on scales of questionable validity. Attendance rates may be used as an indi-

cator of attitude toward school, and interviews with students may be used for cultural awareness.

5. The project director should ensure that data are collected to measure achievement of all the objectives. More students should have scores on the CREST test, and the program should have attendance data for parental involvement at school functions.

V. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test at William C. Bryant

Test Level	Number of Students	<u>PRETEST</u>		<u>POSTTEST</u>		<u>MASTERY</u>		Mean Mastery Per Month
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
<u>FALL</u>								
1	4	15.5	3.7	20.0	5.4	4.5	3.9	1.5
2	9	18.2	5.3	20.9	4.6	2.7	2.7	0.9
3	14	10.1	2.7	13.5	2.5	3.4	1.2	1.2
TOTAL	<u>27</u>	<u>13.6</u>	<u>5.3</u>	<u>17.0</u>	<u>5.1</u>	<u>3.4</u>	<u>2.3</u>	<u>1.2</u>
<u>SPRING</u>								
1	3	17.3	1.2	23.3	2.1	6.0	1.0	1.8
2	13	18.6	4.4	22.7	2.6	4.1	2.6	1.2
3	19	9.2	2.4	12.7	1.5	3.5	1.7	1.1
TOTAL	<u>35</u>	<u>13.4</u>	<u>5.6</u>	<u>17.3</u>	<u>5.5</u>	<u>3.9</u>	<u>2.1</u>	<u>1.2</u>

Results of the Criterion Referenced English Syntax Test
at Springfield Gardens

Test Level	Number of Students	<u>PRETEST</u>		<u>POSTTEST</u>		<u>MASTERY</u>		Mean Mastery Per Month
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
<u>FALL</u>								
1	17	12.1	5.9	17.5	6.2	5.4	2.9	1.8
2	9	16.0	6.1	20.0	4.5	4.0	1.9	1.4
3	4	10.5	2.6	13.3	1.0	2.8	1.7	1.0
TOTAL	30	13.1	5.8	17.7	5.6	4.6	2.6	1.5
<u>SPRING</u>								
1	26	10.3	8.4	16.6	7.4	6.3	4.3	2.0
2	13	11.0	3.9	15.6	4.5	4.6	2.6	1.5
3	9	10.4	2.8	13.0	2.4	2.6	2.1	0.8
TOTAL	48	10.5	6.5	15.7	6.1	5.2	3.8	1.7

Results of the Criterion Referenced English Syntax Test
at Theodore Roosevelt

Test Level	Number of Students	<u>PRETEST</u>		<u>POSTTEST</u>		<u>MASTERY</u>		Mean Mastery Per Month
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
<u>FALL</u>								
1	21	5.7	6.3	10.0	6.3	4.3	3.5	1.4
2	23	15.3	5.9	19.9	4.8	4.6	5.3	1.6
3	5	8.6	2.7	11.4	1.9	2.8	1.5	0.9
TOTAL	49	10.5	7.4	14.8	7.1	4.3	4.3	1.5
<u>SPRING</u>								
1	13	7.0	4.4	12.2	6.7	5.2	3.3	2.2
2	7	18.7	4.4	21.6	3.4	2.9	1.7	1.1
3	12	8.8	2.3	12.7	2.3	3.9	1.6	1.4
TOTAL	32	10.3	5.9	14.4	6.0	4.2	2.5	1.7

APPENDIX B

Passing Rates in Content-Area Courses at William C. Bryant

Course	FALL		SPRING	
	Number of Students	Percentage Passing at 65%	Number of Students	Percentage Passing at 65%
Math	61	92	74	88
Science	37	73	46	76
Social Studies	61	89	75	84

Passing Rates in Content-Area Courses at Springfield Gardens

Course	FALL		SPRING	
	Number of Students	Percentage Passing at 65%	Number of Students	Percentage Passing at 65%
Math	31	97	60	97
Science*			54	96
Social Studies	31	94	6	100

*There were no data available for the fall semester.

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Passing Rates in Content-Area Courses
at Theodore Roosevelt

Course	FALL		SPRING	
	Number of Students	Percentage Passing at 65%	Number of Students	Percentage Passing at 65%
Math	69	98	62	94
Science	52	96	44	98
Social Studies	68	96	53	93